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Included in this second issue of a 3-volume series of bibliographies with abstracts are 115 items dealing with significant materials published in Ceylon on various aspects of education. Titles in Tamil and Singhalese are translated into English. Special attention is given to the subject of educational problems, planning, and policy, with listings covering (1) education and the state, (2) equalization of educational opportunity, (3) language issues in education, ana (4) university education. Along with entries pertaining to educational history, the bibliography places considerable emphasis on items concerning the content of education and methods of teaching. Other subjects treated are--(1) educational commissions, committees, theory, and legislation, (2) child and youth psychology (guidance and counseling), (3) special, vocational, technical, teacher, and adult education, and (4) examinations. Also provided are a list of the periodicals and newspapers abstracted and an author index. (AF)

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CEYLON EDUCATION ABSTRACTS

January 1, 1960 to December 31, 1962.

Vol. 1, No. 2, 1969.

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EXPLANATORY NOTE

Ceylon Education Abstracts attempts a coverage of the more significant materials published in Ceylon on various aspects of education. This is the second issue, and it deals with the materials published during the period January 1, 1960 to December 31, 1962. The first issue dealt with the period January 1, 1957 to December 31, 1959. The remaining issues of Volume 1 will deal with the periods January 1, 1963 to December 31, 1965, and January 1, 1966 to December 31, 1968.

Where the title of an entry is not in English, it is in Sinhalese with an English translation. A few titles are in Tamil, and in such cases the words 'in Tamil' appear at the end of the abstract. A list of the newspapers and periodicals from which material has been selected, and an author index are given at the end.

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HISTORY OF EDUCATION

131. GURUGE, ANANDA. "The greatest pioneer in Buddhist education." --- Ceylon Daily News. April 28, 1962. 1070 words.

The Venerable Hikkaduwe Sri Sumangala Nayaka Thero stands out as the greatest pioneer in Buddhist education. His activities not only resulted in a series of far-reaching educational reforms in Ceylon but also contributed largely towards the introduction of Buddhism as a subject of study in certain important seats of learning in the world. He became a pioneer in Buddhist journalism, and he was also the first to make use of the printing press for Buddhist propaganda when, in 1862, he sponsored the publication of the first Buddhist Newspaper "Lankalokaya". He devoted much of his time researching into Buddhist Vinaya (code of discipline) and the Pali language. The most significant contribution of Sri Sumangala Thero was the establishment of the Vidyodaya Pirivena, a seat of oriental and Buddhist learning that revived, and gave a new and dynamic lease of life to the traditional system of education. He commanded great respect as an erudite and inspiring teacher. As a writer, he founded a new tradition which successive generations at Vidyodaya have preserved with great fidelity. His translation of the Pali Mahavamsa and his commentary on Pali Grammar are recognised as works of great scholarship. It is in the fitness of things that the institution which he established has now been raised to the status of a university.

132. IBRAHIM, A.L.M. "Kalvi apiviratthit thurayil ilankai muslimkal." (The role of Ceylon Muslims in the development of education.) --- Thinakaran. June 14, 1961. 1200 words.

During the greater part of the nineteenth century, the Ceylon Muslims did not receive any kind of education as they were quite unwilling to attend the schools that were provided by the British government and by missionary societies. An avowed purpose of these schools was the conversion of students to Christianity, and the Muslims were not prepared to take the risk of sending their children to schools which had such an objective in view. In 1891 some far seeing Muslims banded themselves together and established an educational institution based on an Islamic background and providing an education comparable to that available in other schools. This institution later developed as Zahira College. Encouraged by its growth, smaller schools were established in other parts of Ceylon to provide education for Muslim children. When the schools established by the British government gradually gave up their motive of proselytisation, Muslim parents began to make use of them, too. In order to encourage the poorer parents to send their children to schools, the Muslims organized a "Ceylon Muslims Scholarships Fund". After the grant of Independence to Ceylon, the Muslims have received a fair deal in education. The setting up of two training colleges for Muslim teachers gave a much needed impetus to the development of Muslim education, and there is every reason for satisfaction with the progress of Muslim education during recent years.

(in Tamil)

133. KARUNARATNA, V.T.G "Apē pāsäla edā saha ada." (Our school - then and now.) --- Lankadīpa. December 31, 1962. 850 words.

In ancient Ceylon, education received the patronage of kings. Buddhist monks were the advisers to royalty, and the kings entrusted education to them. With the arrival of the Portuguese in Ceylon in 1505, the ancient system began to decline. The Portuguese took an interest in education for the purpose of converting the people to Roman Catholicism. Schools established by the Dutch during the period 1658 - 1798, when they were in occupation of the maritime areas, had as their primary objective the conversion of the people to the Dutch variety of Protestant Christianity. Thereafter, the British came and established schools with the objectives of making the people sufficiently literate in English to undertake employment under them, and of civilising the people by making them embrace Christianity. Missionary bodies were themselves interested in these tasks and received strong support from the British government. It is only towards the last quarter of the nineteenth century that the Buddhists were given some measure of support for engaging in education. With the gradual transfer of political power to the hands of the people, education began to take a nationalist turn. A White Paper on education was submitted to Parliament in 1950, and certain reforms were introduced as from 1951. In 1960 the State took over all denominational schools and, severing the bonds of colonialism and missionary enterprise, firmly cleared the way for a progressive system of education.

134. MUELDER, WALLACE R. Schools for a new nation. Colombo, K.V.G.de Silva. 1962. 216p.

The history of education in Ceylon is traced from ancient times to the present day. The legal structure of the modern era is set out, and the present organisation and administration of education are described. Case studies of five schools are presented. In a concluding chapter, the aims and objectives of education for a new nation are discussed, and the role of State participation in education is considered.

135. PATHIRAVITANA, S. "A Catholic champion of swabhasha." --- Ceylon Observer. October 2, 1960. 2430 words.

An investigation into the state of education in Ceylon was carried out by the Colebrooke Commission in 1830. The Commission recommended that the Government should use all the means at its disposal to advance education through the medium of English. The implementation of this recommendation led to a neglect of the national languages. Moreover, it caused a division in society between those who knew English and those who did not know English. Rev. Fr. Charles Bonjean, writing in the 1860s, was one of the strongest critics of the system of education in the English medium. He expressed the view that the privileged position accorded to the English language had prevented the development of a national system of education. Instruction through a foreign language was an impediment to the process of thinking and led to the production of intellectuals alienated from society. He believed that the genius of a people could come to fruition only through the mother tongue. Such views were remarkable in an age in which western culture was held in high esteem and everything national was scorned.

136. RUBERU, T.RANJIT. "Educational work of the Christian missionary societies in Ceylon during the early years of British rule: I. The London Missionary Society."--- Ceylon Journal of Historical and Social Studies. Vol. 3, No. 2, 1960. pp.157-165.

The missionaries of the London Missionary Society were the first to arrive in Ceylon after the commencement of British rule. They arrived in 1805 at a time when the schools established by the Dutch were in a state of neglect. The Governor of Ceylon, Frederick North, utilised their services to supervise the work of government schools, and paid them for this work. It is in this way that the London Missionary Society contributed to the development of education in Ceylon. As the society did not establish any schools of its own, it lost interest after a few years and completely severed its connections with Ceylon, leaving the field open to other missionary bodies.

137. RUBERU, T.RANJIT. "Educational work of Christian missionary societies in Ceylon during the early years of British rule: II. The Baptist Missionary Society." --- Ceylon Journal of Historical and Social Studies. Vol. 4, No. 1, 1961. pp.50-58.

Representatives of the Baptist Missionary Society of London arrived in Ceylon in 1812, sixteen years after the British occupation of the maritime provinces of Ceylon. They were the first to establish a mission school in Ceylon. In comparison with other Christian missions which arrived later, the Baptist mission was small and had only two or three stations. Its financial resources were also limited, and by 1827 it had been able to establish only fifteen schools. In the field of religious education, it pioneered the establishment of Sunday Schools in Ceylon.

138. RUBERU, T.RANJIT. "Educational work of the Christian missionary societies in Ceylon during the early years of British rule : III. The Wesleyan Methodist Missionary Society." --- Ceylon Journal of Historical and Social Studies. Vol. 4, No. 2, 1961. pp.156-168.

Methodist missionaries from England arrived in Ceylon in 1813 on the advice of the British Chief Justice of Ceylon. The British Governor of Ceylon provided every facility needed by the missionaries for their religious and educational work in Ceylon. They established a large number of schools which proved to be quite popular with the local population, and a great advantage to the missionaries in their work of proselytization. The missionaries also established an institution of higher education.

138. RUBERU, T.RANJIT. "Educational work of the Christian Missionary Societies in Ceylon during the early years of British rule : IV. The American Missionary Society." --- Ceylon Journal of Historical and Social Studies. Vol. 6, No. 1, 1963. pp.71-84.

American missionaries, representing the American Board of Commissioners for Foreign Missions, arrived in Ceylon in 1813, a few years after the British captured Ceylon. Every encouragement for their work was given by Brownrigg, the British Governor of Ceylon, and the missionaries established a number of churches and schools. Barnes, who became Governor in 1820, did not approve of the presence of American missionaries in Ceylon, and persuaded the authorities in England that it was dangerous to give "the subjects of a foreign state an influence over the reputation of a British colony". Numerous obstacles were placed in the way of the work of the Americal mission, but by 1833 it had established over 80 schools, and a Seminary for higher education.

140. RUBERU, T.RANJIT. Education in colonial Ceylon. Kandy, Kandy Printers. 1962. 260p.

In a brief account of the educational set up in Ceylon prior to the arrival of the British, the author outlines the main features of the indigenous educational system, and the educational changes introduced under Portuguese and Dutch rule. This account provides a background to the rest of the book, which consists of a detailed description of the development of education during the early British period from 1796 to 1834. The work of Christian missionary bodies as well as of the State in the provision and diffusion of education during this period is described and assessed. The book concludes with an evaluation of the educational reforms recommended in the Colebrooke report of 1831.

141. RUBERU, T.RANJIT. "School Commissions of Ceylon 1834 - 1867." --- University of Ceylon Review. Vol.20, No.2, 1962. pp.244-268.

Following on the recommendations of the Colebrooke Commission of 1834, a School Commission was set up "to supervise the school establishment generally", and to consider measures for the "extension of education". The first School Commission functioned from 1834 - 1841, and thereafter the Central School Commission was set up. The article assesses the work of the two Commissions, and discusses the events that led to the abolition of the Central School Commission in 1867.

142. SILVA, DE PETER. "Jātika adhyāpana kramayē purōgāmiyā." (The pioneer of the national system of education.) --- Dinamina. February 17, 1961. 1110 words.

After the arrival of the British in Ceylon, Christian denominations were given a virtual monopoly of education, and the temple schools of the Buddhists came to be neglected. All educational activity revolved round Christianity. It was at a time like this that an American, Colonel Olcott, read of the debate in Panadure, Ceylon between a Christian clergyman and a Buddhist priest, and visited Ceylon to learn Buddhism at first hand. He was so impressed by what he saw and heard that he became a Buddhist. Colonel Olcott realised that Christian schools had a crippling effect on Buddhism in Ceylon, and he persuaded Buddhists to establish their own schools. He helped in forming a society, called the Buddhist Theosophical Society, the chief objective of which was to establish Buddhist schools, and to ensure that Buddhist children were given the opportunity of receiving their education in institutions which were not hostile to their religion. In several matters other than education, too, Olcott was a great champion of the rights of the Buddhists of Ceylon. Under his inspiring leadership, much was achieved, but much remained to be done. In so far as it is important that every Buddhist child should be taught his religion, the work that Olcott started has not been completed. Many Buddhist children are still denied an education in their religion. In order to do justice in this matter, the State should take over all schools and ensure that every child is given an opportunity to study his religion.

COMMISSIONS AND COMMITTEES ON EDUCATION

143. COMMITTEE ON NON-SCHOOL-GOING CHILDREN. Report of the Committee on Non-School-Going Children. Colombo, Government Press, Sessional Paper III of 1960. 57p.

The Minister of Education set up a Committee, consisting of Mr E.H.de Alwis as Chairman and eight others, (i) to ascertain the causes responsible for the non-attendance at school of a large number of children of the age range 5 years to 11 years, and to determine the pattern of distribution of such children in the country, (ii) to investigate the connection, if any, between non-attendance and delinquency, and (iii) to make recommendations to eliminate non-attendance. The inquiry was based on a sample comprising 1½ per cent. of the census blocks to which the country had been divided for the population census. The Committee found that the main reason for non-attendance was poverty, and that it covered 48.8 per cent of the cases. The next two in order of importance were the unattractiveness of the curriculum (12.0 per cent.), and physical and mental handicaps (7.81 per cent.). In the case of 25.2 per cent., no reason could be ascertained. No relationship was seen between delinquency and non-attendance. In order to reduce non-attendance, the Committee recommended that (i) measures be taken to combat poverty, (ii) educational guidance services be established in all schools, (iii) special schools be set up for handicapped children, and (iv) new school buildings be constructed where necessary.

144. COMMITTEE OF INQUIRY INTO THE TEACHING OF ENGLISH IN CEYLON SCHOOLS. Report of the Committee of Inquiry into the teaching of English in Ceylon schools. Colombo, Government Press, Sessional Paper V of 1960. 58p.

The Minister of Education appointed in 1957 a Committee of seven, with Mr S.F.de Silva as Chairman, to consider and make recommendations regarding the following matters: (i) the aims and objects of teaching English as a second language; (ii) whether English should be compulsory; (iii) at what stage the teaching of English should commence; (iv) the methods that should be adopted in teaching English as a second language; (v) whether the text books available for the purpose are adequate and, if not, what action should be taken to supply the deficiency; (vi) the training and supply of teachers for the teaching of English; and (vii) steps necessary to maintain a high standard of English in schools. The Committee issued a questionnaire to teachers and teachers' associations. Members of the public were also invited to send replies to the questionnaire. The Committee also heard witnesses and recorded evidence. After deliberations which extended for over two years, the Committee issued a report making recommendations regarding all the matters that were referred to it by the Minister.

145. NATIONAL EDUCATION COMMISSION. Interim Report of the National Education Commission. Colombo, Government Press, Sessional Paper I of 1962. 96p.

In March 1961, His Excellency the Governor-General appointed a Commission, known as the National Education Commission, consisting of Professor J.E.Jayasuriya as Chairman, and nineteen others, (a) to examine and make a comprehensive review of the entire educational system now obtaining in Ceylon and (b) to make such recommendations as are considered necessary for the establishment of a unified national system of education which (i) will be in keeping with the national and cultural aspirations of the people, (ii) will be geared to the economic, technical and development needs of the country, and (iii) will ensure equality of educational opportunity to all children irrespective of race, religion, economic condition or social status. In October 1961, an interim report was submitted, containing recommendations under the following heads:- 1. The compulsory school age. 2. The age of admission. 3. Co-education. 4. Medium of instruction. 5. Provision for the study of the official language. 6. The place of English. 7. The school system. 8. Zoning of schools. 9. Teacher quotas. 10. Recruitment of uncertificated teachers. 11. Syllabuses of study. 12. Religious instruction. 13. Work-experience. 14. Agricultural education. 15. Commercial education. 16. Leavers from the Junior school. 17. School buildings. 18. School and community.

See also nos. 169,170,171,172,196,197,239.

146. NATIONAL EDUCATION COMMISSION. Final Report of the National Education Commission. Colombo, Government Press, Sessional Paper XVII of 1962. 242p.

In March 1961, His Excellency the Governor-General appointed a Commission, known as the National Education Commission, consisting of Professor J.E.Jayasuriya as Chairman and nineteen others, (a) to examine and make a comprehensive review of the entire educational system now obtaining in Ceylon and, (b) to make such recommendations as are considered necessary for the establishment of a unified national system of education which (i) will be in keeping with the national and cultural aspirations of the people, (ii) will be geared to the economic, technical and development needs of the country, and (iii) will ensure equality of educational opportunity to all children irrespective of race, religion, economic condition or social status. In October 1961 an interim report was submitted (see Abstract no.145). In July 1962, the final report was submitted, containing recommendations made under the following heads:- 1. Provision of accommodation in schools for increasing numbers. 2. School sessions and school hours. 3. Pre-school education. 4. Estate schools. 5. Cultural education. 6. Health and physical education. 7. Education of mentally and physically handicapped children. 8. Facilities fees. 9. School libraries. 10. The production and approval of school books and background literature. 11. School meals. 12. Supply of free books, &c. 13. School hostels. 14. Scholarships. 15. Factors militating against efficient functioning of schools. 16. Improvement of teaching standards. 17.Training of teachers. 18. Distribution of teachers. 19. Extra curricular activities. 20. Conditions of service of teachers. 21. Examinations. 22. Inspectorate. 23. Administration. 24. School supplies. 25. Adult education. 26. Educational research. 27. School psychological service. 28. Dissemination of professional knowledge. 29. Private schools. 30. Private academies or tutories. 31. Law of education. 32. Role of local government bodies in education. 33. Equality of educational opportunity.

See also nos. 173,187,228,240,245.

EDUCATIONAL LEGISLATION

147. GOVERNMENT OF CEYLON. Assisted Schools and Training Colleges (Special Provisions) Act, No. 5 of 1960. Colombo, Ceylon Government Press. 8p.

The Act provides for (i) the appointment of the Director of Education as the manager of every Assisted school, other than a school which the proprieter has elected to administer as an unaided school, (ii) the right of the proprietor of an Assisted school, which is a Grade I or Grade II school and the manager of which is the Director, to request the Director to take a poll for the purpose of determining whether the school should be administered as an unaided school with the right to levy fees, and, if 75 per cent. of those entitled to vote are in favour, to call upon the Director to divest himself of the management.

148. GOVERNMENT OF CEYLON. Assisted Schools and Training Colleges (Supplementary Provisions) Act, No. 8 of 1961. Colombo, Ceylon Government Press. 18p.

The Act provides for (i) vesting in the Crown, without compensation, the property of Assisted schools of which the Director of Education is or becomes the Manager under the Assisted Schools and Training Colleges (Special Provisions) Act, No. 5 of 1960, (ii) the Director to conduct and maintain schools on such property, (iii) the imposition of penalties on persons who offer resistance or obstruction to the entry of the Director to such school and to the taking possession of property vested in the Crown, (iv) Government making good or repairing any loss or damage caused to the property of Assisted schools and for the recovery of the cost thereof by the Government from the persons responsible for such loss or damage in a summary manner, (v) the regulation of the establishment of new schools on or after the date of commencement of this Act, and (vi) the reinstatement of teachers discontinued by the proprietors between the date of commencement of the principal Act and the date of commencement of this Act. In moving the draft Act, the Minister of Education explained that the need for provisions (i) to (iv) arose from the action taken by groups of parents, with the approval of the proprietors, to occupy certain schools and prevent their re-opening after the school vacation. He argued that the Act was designed to transfer the ownership of school property to its real owners, namely the children of this country, and he assured the Parliament that, in doing so, full protection would be given to places of religious worship such as churches, temples, kovils and mosques.

149. GOVERNMENT OF CEYLON. Ceylon University (Amendment) Act, No. 12 of 1961. Colombo, Government Press. 1p.

Section 6 of the Ceylon University Ordinance No. 20 of 1942 empowered the University of Ceylon "to grant and confer degrees, diplomas and other academic distinctions to and on persons who shall have pursued approved courses of study in the University and shall have passed the examinations of the University". The present Act amends this section and empowers the University of Ceylon further "to take such steps as may be necessary for the conduct of external examinations for enabling those who are not students of the University to obtain degrees, diplomas and other academic distinctions of the University".

150. GOVERNMENT OF CEYLON. School Teachers Pension (Amendment) Act, No. 38 of 1961. Colombo, Government Press, 1961. 1p.

The School Teachers Pension (Amendment) Act, No. 23 of 1957 had the following provision relating to teachers whose names have been or are inadvertently omitted from the Register of Pensionable Teachers:- "Where the name of a teacher who has retired before the coming into operation of this Act or retires thereafter is not in the Register of Pensionable Teachers, then, if prior to his retirement he was entitled to have his name entered in such Register, his name may be entered in such Register and a pension may be granted to him and such contributions as he would have been liable to make in respect of his pension if his name had been in such Register shall be deducted from his pension in such manner as may be determined by the Director of Education and shall be paid to the Consolidated Fund." The present amendment removes the proviso regarding the deductions to be made from the pension in respect of contributions the teacher should have made, and entitles the teacher to a pension without any such deductions.

151. GOVERNMENT OF CEYLON. Compulsory Public Service Act, No. 70 of 1961. Colombo, Government Press. 7p.

This Act makes provision for enabling the calling up for compulsory public service of persons who are graduates of the University of Ceylon or any other university established in Ceylon, or of any university outside Ceylon and who undergo a course of technical training in the University of Ceylon or any other such university. By this Act, a graduate who is offered an appointment under the Act is obliged to accept the appointment, commence to serve in it on the date from which he is appointed and continue to serve in it as required, subject to a maximum period of five years. Any graduate who fails to discharge the obligation placed on him by the Act is liable, unless he is duly exempted, to a fine not exceeding one hundred and fifty rupees for every day during which such failure continues.

152. GOVERNMENT OF CEYLON. "Assisted Schools and Training Colleges (Arbitration) Regulations, 1961." Ceylon Government Gazette. January 5, 1962.

When the property of an Assisted school is vested in the Government in terms of the Assisted Schools and Training Colleges (Supplementary Provisions) Act, No. 8 of 1961, any person with an interest in the property is empowered to lodge an objection. Any such objection will be referred for arbitration. The Act itself made provisions for the number of arbitrators, the manner in which they were to be appointed, and the procedure for the appointment of an umpire if the arbitrators failed to agree. Regulations were to be made with regard to other matters such as payment to arbitrators and the procedure to be followed in arbitration. The present Regulations provide for the payment of remuneration to arbitrators and umpires at rates determined by the Minister of Education with the concurrence of the Minister of Finance. They also lay down the general principles to be followed in arbitration and empower the tribunal to regulate its own procedure, subject to these principles.

THEORY OF EDUCATION

153. RATANASARA, VEN. HAVANPOLA. Adhyāpana mūla dharma (Principles of education.) --- Kelaniya, Vidyalankara University Press. 1962. 231pp.

The book provides an introduction to the principles of education, and is based on the course of study given at Vidyalankara University on the theory of education. The book contains five chapters, and the headings are as follows: (a) aims of education, (b) education and society, (c) school and classroom organisation, (d) learning and the principles of teaching, and (e) stages of education. The book contains a glossary of technical terms in English with their Sinhalese equivalents.

154. RUBERU, T.RANJIT. "Pragatisīli adhyāpanaya." (Progressive education.) --- Adhyāpanaya. Vol. 1, 1962. pp.38-44.

The phrase 'progressive education' is used to indicate a new method of education based on the views of educational psychologists, educational philosophers and modern scientists. It is in many respects different from the traditional methods. In progressive education, the child is the centre of the educational process. His needs and interests are considered paramount, and teaching materials are selected with due regard to them. The learner is recognised as an active participant in the learning process, and every effort is made to involve him in it. The psychological atmosphere of the classroom should be such as to promote teacher-pupil interaction as well as pupil-pupil interaction. Schools which use the methods of progressive education find that children like both schooling and learning.

155. SABARATNAM, N. National Education - Its Concept and Content. Jaffna, S.S.Sanmuganathan. 1961. 104pp.

The writer claims that his book is an attempt to discuss some of the problems in the new educational structure that the country is planning. The book has ten chapters, and the headings of the chapters are as follows:- 1. colonial education 2. what is meant by a national system of education? 3. a new era 4. provision and organization of education 5. the government of education 6. curriculum: general principles 7. what shall we teach? 8. the academic course 9. other subjects and out-of-school activities 10. teachers.

156. SOMARATNA, W.R.P. *Adhyāpana vidyāva*. (The science of education.) --- Colombo, M.D.Gunasena. 1961. 189pp.

The book is intended for use by student teachers. It deals with the aims of education, the views of educational philosophers (Plato, Rousseau, Comenius, Locke, Pestalozzi, Herbart, Froebel, John Dewey, William James, Mahatma Gandhi), types of schools, the curriculum, the educational systems of the U.S.A., the U.S.S.R., England, Denmark, China, India and Ceylon, audio-visual aids, transfer of training, and about a dozen other topics. The average number of pages devoted to each topic is four.

EDUCATIONAL PROBLEMS, PLANNING AND POLICIES

General

157. ARIYARATNE, A.T. "Participation of students and teachers in community development." --- Journal of the National Education Society of Ceylon. Vol. 11, No. 2, 1962. pp.1-11.

The active participation of teachers and students in community projects has been a significant development in the field of education during the past four years. There is, however, a grave lack of a fundamental philosophy of community development suited to this country. The outlines of such a philosophy are discussed, and it is stressed that an essential element in it is the active participation of the villager at every stage of the formulation of policy and the implementation of programmes. Programmes of work are suggested in the following fields:- educational and cultural activities; health and sanitation; soil conservation and food production; cottage industries; women's activities; construction work; co-operatives and village councils; and, moral and spiritual re-awakening.

158. CHELLIAH, S. "Estate schools in Ceylon - a national scandal." --- Young Socialist. No. 3, 1961. pp.160-164.

The writer points out that the provision for the education of the children of estate workers of Indian origin in Ceylon is quite inadequate. Education is provided for them in primary schools provided by estate proprietors, and only reading, writing and arithmetic are taught. The ratio of school going children on estates to the total population on estates is 8.6 per cent., whereas the ratio of school going children exclusive of estates to the total population is 22.7 per cent. This shows that large numbers of estate children do not attend school. The statistics of teachers and pupils show an average of 51 pupils per teacher. The quality of teachers is also poor, about 75 per cent. being uncertificated. There is legal provision for the State to take over estate schools and run them, but successive governments have failed to take action.

159. DE LANEROLLE, V.D. "Dän komisamakaṭa pävarī äti jātika vagakīma. Jātika adhyāpana maga." (The national responsibility now entrusted to a Commission. The road to national education.) --- *Lankadīpa*. February 28, 1961. 740 words.

The country does not have an educational system that fits in with its needs. Commissions appointed in the past to review education paid undue attention to the views of denationalised individuals with the result that there has been too much aping of the West. One drawback in the recently appointed Commission is the large number of members. The Commission should give ear to the ideas of those educated in the traditions of the East. A national education system should weld into a Ceylonese nation the different ethnic groups living in the country. It should also take steps to conserve the national heritage in all its many sided manifestations.

160. EDUCATION COMMITTEE OF THE ALL-CEYLON BUDDHIST CONGRESS. "Apaṭa sudusu adhyāpana kramaya." (The system of education that is appropriate for us.) --- *Lankadīpa*. November 23, 1960. 1080 words.

At a time when a national system of education is being planned, the Education Committee of the All-Ceylon Buddhist Congress invites the general public to indicate their views on a number of educational issues. What should be the objectives of a national system of education? What are the short comings of our present State schools, and Assisted schools, both primary and secondary? More specific questions relating to the primary level of education are: What should be the objectives of primary education? Are these objectives now realised or not, and what suggestions would you make in this regard? What are your views regarding the curriculum at the primary level? Should primary and post-primary schools be conducted separately? In relation to secondary education, answers are sought for the following questions: What should be the objectives of secondary education? Are these objectives now realised or not, and what suggestions would you make in this regard? What educational facilities would you recommend for students who have completed their primary education? Should there be separate schools to provide for different abilities and aptitudes? Should there be a system of educational guidance to assist students in the choice of schools? What short comings are there in the provision for science education?

What special educational arrangements would you recommend for deficit areas? Some general questions for which answers are sought are: Should private schools and Assisted schools be allowed to continue? Should there be provision for the teaching of religion? The Committee expresses the hope that many members of the public would write in giving their views about these and other relevant problems.

161. HERATH, T.B.M. "Jātika praśna visaňdīmaṭa jātika adhyāpana kramayak." (A national education system to solve national problems.) --- Dinamina. August 18, 1960. 550 words.

It would be correct to say that the solution of a country's problems rests on education. An education that is geared to the solution of a country's problems can be called a national education. Among national problems, five may be listed here: (a) the improvement of agriculture with special reference to the staple food of the people, (b) the development of industries based on primary and secondary products, (c) industries serving the needs of the people, (d) the output of employees needed for the public services, and (e) religious and cultural development. The emphasis in our present education is on the output of employees needed for the public services. Our education should be re-organised so that the remaining aspects mentioned above are also emphasised. The special talent or aptitude that each individual has should be discovered and provided with every opportunity for its full development in the service of society. The way will be open for both agricultural and industrial development, and the problem of unemployment would be solved.

162. HEWAGE, L.G. "Vidyā wardhanaya karanne mehemada?" (Is this how you develop science?) --- Lankadīpa. November 29, 1960. 1110 words.

In comparison with the developed countries of the world, scientific progress in Ceylon has been negligible. This is because scientific knowledge and attitudes have not taken root in our culture, and the facilities for science education are inadequate. Science education is confined very largely to pupils in urban schools. Rural schools have turned out large numbers of young persons who have passed the General Certificate in Education examination offering

Arts subjects. They are without any employment, while employment opportunities are available in abundance for those who have qualified in scientific subjects. For example, while thousands remain unemployed, the progress of land development is held up as sufficient persons qualified in surveying are not available. What the government should do is to select a certain number of young people who, having passed the G.C.E. examination, remain unemployed and give them special opportunities of receiving an education in mathematics and science. If able students are chosen, a three year period of study should be sufficient to bring them up to G.C.E. standard in mathematics and science, and train them for posts requiring a knowledge of these subjects. Personnel required for the tasks of national development can be found through this means. Furthermore, the great shortage of science teachers through the Sinhala medium can be overcome by encouraging some of them to qualify as teachers after they have gained the necessary knowledge of mathematics and science through the three year courses suggested above.

163. HEWAGE, L.G. "Dän kala yuttē yōjanā kriyātmaka kirīma. Jātika adhyāpana komisam vārtāva." (The Education Commission Report. What should be done now is to implement the recommendations.) --- Lankadīpa. December 3, 1962. 920 words.

The Final Report of the Commission which was appointed to recommend changes in the system of education in the light of the heritage of the past, the conditions obtaining at present, and expectations for the future, is now out. It gives adequate solutions to almost all the educational problems that confront us, and it now remains for our administrators, politicians and teachers to implement the proposals. The members of the Commission have not shown unanimity in their recommendations regarding private schools, ensuring equality of educational opportunity, selecting candidates for teacher training on an area basis, and private institutions for physically and mentally handicapped children. These differences of opinion should not stand in the way of effecting action to implement the very large number of issues on which there is unanimity. A certain amount of propaganda will be necessary to drive home to politicians the full significance of the recommendations. The relations between the Commission and the Department of Education have not been very cordial, and some opposition from the latter could be expected. The public should be sufficiently alert to ensure that the recommendations contained in this very useful Report are effectively implemented.

164. INDRAPALA, A. "Nava adhyāpana ämativarayaṭa bhāravī äti jātika maha vagakīma." (The great national responsibility that has been entrusted to the new Minister of Education.) --- *Lankadīpa*. August 9, 1960. 1200 words.

The system of education that exists at present is based on inequalities in economic condition and on differences of caste and creed. In short, it is not based on considerations of justice and fair play. Every facility is provided in the big, urban schools, but rural schools are in an impoverished state. Facilities for the study of science are found only in a few schools. The study is not related to the environment, and knowledge is absorbed mainly through the ears. The products of our schools can be best described as book worms. It is the responsibility of the new Minister of Education to change all this. He must devise a system of education that ensures equal rights and opportunities to all sections of the population. Schools must turn out to be sources of capital, and education must be geared to national development. Schools must also be brought under the unified control of the State.

165. JAYASURIYA, J.E. "Some studies of early school leaving in Ceylon." --- *Ceylon Journal of Historical and Social Studies*. Vol. 3, No. 1, 1960. pp.18-26.

Studies of early school leaving were carried out in three rural areas, and information was gathered regarding the different age or grade levels at which children leave school, and the reasons why they leave. The data showed that early leaving is encouraged by a certain pattern of factors operating together, namely poor economic conditions, large families, and the perceived uselessness of the available schooling from the point of view of employment.

166. JAYASURIYA, J.E. "Age of admission to school." --- Journal of the National Education Society of Ceylon. Vol. 9, 1960. pp.32-37.

The proposal made by the education authorities of the country to raise the age of admission to school from 4 years 9 months to 6 years has caused a great deal of controversy. Information about the age of admission to school was recently collected from 73 countries by the International Bureau of Education, Geneva. Ceylon is the only country in which primary education begins at four plus. In four countries, primary education begins at five plus, and in all the other countries surveyed primary education begins at six plus. Judged in this light, the new proposal is not without precedent. Research shows that an early start with formal schooling does not necessarily ensure success. In fact, if children are immature or if teachers are not quite competent, an early start may even prove harmful. The writer suggests that arrangements should be made to provide a year of pre-school education through the establishment of neighbourhood centres, and that the age of admission to primary education be fixed at 5 years 6 months.

167. MAHMUD, BADIUDDIN. "Artika hā samāja diyunuwa anuva adhyāpanaya venas viya yutuyi." (Education should change in accordance with economic and social progress.) --- Dinamina. October 10, 1960. 650 words.

The writer, who is the Minister of Education, points out that the main educational problem today is the conflict arising from the fact that the system of education is not in tune with the economic and social system. Education should adapt itself to the changing nature of society. Educational policy should be geared to a socialist society based on firm democratic principles. The right to a contented economic life must be assured to all. In order to increase productivity, the chains that hinder creativity must be broken. Ethnic, religious and caste disputes must be eliminated, and the common national heritage emphasised. The scheme of free education has heralded a social revolution, but in order to reap the full benefits of the scheme it is necessary that the assisted schools should be taken over by the State and a unified system of schools established. Foreign influences can also be eliminated by such a step.

The profit making motive in education, unhealthy competition among schools, and urban and rural differences can also be removed by this means. Education forms individual character and national character. Education must give the people and the nation a character that would herald a new future.

168. MAHMUD, BADIUDDIN. "Apē adhyāpana pratipattiya." (Our educational policy.) --- Lankadīpa. October 30, 1960. 760 words.

The writer, who is the Minister of Education, answers criticisms made by Mr.W.Dahanayake, former Minister of Education, of the Education Bill recently introduced by him. The election manifesto of the Government party had announced its intention to appoint two special committees, firstly to make recommendations for the revision of school curricula in order to bring them into line with national needs, and secondly to make proposals for bringing all schools under a single central authority. Mr. Dahanayaka points out that instead of appointing committees, an Education Bill has been introduced. The purpose of the Bill is to effect the second of these very necessary reforms, without the delay that would be involved in the appointment of a committee. Mr. Dahanayaka expressed strong views himself fifteen years ago urging the take over of all assisted schools. Popular demand is for the immediate implementation of this step. Mr. Dahanayaka finds fault with the quality of State schools. This is in effect a confession that his tenure of office as Minister of Education was a failure. He did nothing to improve the quality of State schools. The present Government proposes to introduce reforms that would bring education in line with the cultural, economic and social aspirations of the people, and ensure that the highest educational opportunities would be open to all irrespective of economic status.

169. NATIONAL EDUCATION COMMISSION. "The compulsory school age." --- Interim Report of the National Education Commission. Colombo, 1962. pp.4-6.

Although it is commonly believed that legislation exists making education compulsory for all children between the ages of 5 and 14, the true position is that no such uniform legislation exists. Appropriate regulations could have been drawn up under the provisions of the Education Ordinances of 1939 and 1947, but in the absence of regulations drawn up under these Ordinances, regulations drawn up under previous Ordinances continue to be in force. These regulations had taken the form of by-laws made by local committees and they vary from area to area. It is recommended that legislation be enacted requiring parents to cause the attendance at school of all children between the ages of six years and fourteen years. Where, however, a child who has attained the age of thirteen years and has completed his Junior School course does not wish to join a post-Junior school, it is recommended he should be exempted from further attendance on an application made by the parent of the child.

170. NATIONAL EDUCATION COMMISSION. "The school system." --- Interim Report of the National Education Commission. Colombo, 1962. pp.15-21.

For children from the ages of 5 years or 6 years to 14 years, the Commission recommends a Junior School. On completing education in the Junior School, pupils should be free in consultation with their parents and in accordance with their own needs, interests, aptitudes and wishes (i) to leave school and seek employment, or (ii) to leave school and seek the assistance of the Government in obtaining apprenticeship training, or (iii) to elect to go to a Senior School. Four types of Senior Schools are suggested. Type A is for pupils with an interest in agricultural studies; type B is for pupils with an interest in the field of technology and who hope eventually to pursue an occupation requiring practical skills of one sort or another; type C is for pupils with an interest in scientific studies and who hope eventually to pursue an occupation the basic training for which includes science; and type D is for pupils who are drawn towards the humanities or commercial studies. The Commission is of the view that the four types of Senior Schools would enjoy parity of status as all of them open the way to a wide variety of occupational opportunities and to studies at the University. The Senior Schools would offer a four year course in two blocks of two years each. On completion of the first block, students will continue their education in the second block of the same school, or leave school and join more specialised institutions or enter into employment.

171. NATIONAL EDUCATION COMMISSION. "Zoning of schools."--- Interim Report of the National Education Commission. Colombo, 1962. pp.21-28.

The Commission regards it as an indispensable condition for the development of an efficient system of education that school places should be restricted to the children of parents living in clearly defined zones. The Commission recommends that zones for Junior Schools should be demarcated immediately, and that admissions to grade one should be made on the basis of these zones. In the case of Senior Schools, it is suggested that the zone should consist of a parliamentary electorate. The Commission suggests an objective basis on which the initial number of Senior Schools of different types to be established in each zone could be determined. When a pupil has to attend a Senior School not within easy reach of his home, facilities for free travel by bus should be provided.

172. NATIONAL EDUCATION COMMISSION. "Religious instruction." --- Interim Report of the National Education Commission. Colombo, 1962. pp.36-39.

The logical consequence of a system of denominational schools would have been to confine each school to the children of one particular religion. In actual fact, many schools continued to carry on their rolls children of religions other than those of the management and denied religious instruction to them. The National Education Commission is unable to accept the system of segregation of children according to religion, and the unfairness of permitting large numbers of children to be exposed to the atmosphere of unlike religions. It welcomes the establishment of a State system of education, and insists that every child attending school should be given instruction in his own religion during definite periods provided for this purpose in the Time Table. Instruction should be confined to doctrine and should not extend to ritual. But, on religious and other holidays religious observances should be permitted, so that teachers and pupils belonging to a particular religion would be able to participate in religious observances and ritual on such days.

173. NATIONAL EDUCATION COMMISSION. "The production and approval of school books and background literature."--- Final Report of the National Education Commission. Colombo, 1962. pp.48-54.

The Commission is not in favour of a proposal made to the effect that the Government should undertake the production of books at the school level. It should be left to the private sector. The number of publishers now in the book publishing business is limited. It is recommended that with a view to attracting more publishers, any new publisher should be given the tax concessions usually available to new industrial undertakings. It is in the production of textbooks in Sinhalese and Tamil at the university level that the Government should play a prominent role. For this purpose, it would be useful to establish a Book Production Unit within the Official Language Department so that the staff of this Unit would devote its entire time to work connected with the production of books for university studies. The Commission views with disfavour the present practice according to which the Educational Publications Advisory Board is expected to approve books. This is felt to be an interference with authorship, which is essentially a creative endeavour that should be free from interference by third parties. At the same time, it is necessary to recognise that some school books have been shown to be full of glaring errors. The Commission is of opinion that a solution would lie in the direction of limiting the grounds of non-approval to two, namely (a) errors and inaccuracies of fact, (b) material revolting to moral values as generally understood in our culture.

174. PANNASEEHA, VEN. MADIHE. "Pāsälvala āgama igänvīma." (Teaching religion at school.) --- Dinamina. April 19, 1961. 935 words.

Most people will agree that children should be taught religion at school. Some of them will say that religion can be taught only in denominational schools, and that religion cannot be taught in State schools. The present position is that about seven thousand children in State schools are not taught religion. This is because Roman Catholic parents did not want religion to be taught to their children who are in State schools. In denominational schools, however, about 800,000 children are not taught religion. They are mostly Buddhist, Hindu and

Muslim children attending Roman Catholic or Protestant schools. This is a very unsatisfactory situation. In regard to State schools, it is not sufficient merely to provide religious instruction. Religion should pervade the atmosphere of the school. If at least 51 per cent. of the children in a State school belong to a certain religion, that religion should be given the foremost place in the school. The Head of the school should be an adherent of that religion. The number of teachers of each religious persuasion in the school should be roughly proportionate to the number of children of each religion attending the school. Special classrooms should be set apart for the teaching of religion. Religion should be taught by the clergy or by lay teachers. As clergy are not available in sufficient numbers, a large number of lay teachers will have to teach religion. Special courses should be provided to train them for this purpose.

175. SAMARANAYAKA, D.B.R. "Raṭē adhyāpana kaṭayutu bhārakaruvanṭa matak kirīmak - jātika adhyāpana mañga." (A reminder to those responsible for education - the path to a national education.) --- Lankadīpa. August 25, 1960. 1200 words.

The popular demand is that the State should take over all schools. It is true that there is opposition in some quarters. The democratic procedure would be to implement the majority view. Any attempt to accommodate varying shades of opinion would encourage the forces of reaction. The task of education is to provide the necessary conditions for the full development of the intelligence that each one possesses. Training for employment is not the task of education. If each individual develops his intelligence to the fullest extent possible, he would have acquired the necessary flexibility to turn his attention to training for productive employment. The premature teaching of religion could produce servile minds. Religion should not be a task for the school but one that should be undertaken outside school by the priesthood of each religion. Education should be the sole responsibility of a State Department of Education; vocational training should be left to various Departments which employ personnel; religious training should be left to religious bodies. It is by a separation of functions in this manner that path can be cleared for a national system of education.

176. SELVARATNAM, S. "School going population I - planning for 1968." --- Ceylon Daily News. December 6, 1960. 1900 words.

The increasing school going population places a responsibility on the government to provide increased educational facilities, and this in turn would involve increased expenditure. The two main factors which cause an increase in school enrolment are the increase in the size of the particular age group concerned, and social forces conducive to enrolling in school and continuing attendance at school. For the projection of school enrolment totals on a national basis, it is essential to have the age distribution of the children of school going age in the total population for the years covered by the projection. Three sets of population projections, namely high, low and medium are used. The writer makes an attempt to estimate the number of children who would attend school during the years 1961 to 1968, and to assess the probable impact of this growth in the school going population on the available financial resources of the country.

177. SELVARATNAM, S. "School going population II - rising costs of education " --- Ceylon Daily News. December 8, 1960. 1350 words.

The writer makes an estimate of the total expenditure on primary and secondary education for the years 1961 to 1968. According to it, the expenditure on education would consume about 19 per cent. of the total government revenue by the year 1968. In spite of the enormity of the expenditure, the writer entertains no doubts that the Government would be able to raise sufficient revenue to meet this expenditure, and thinks that it would be retrograde to suggest that there should be any limiting of the educational opportunities that are now available. He considers that the time appears to be ripe for a complete assessment of the system of education and the products of education, considering the fact that so much has to be expended to keep the system going. A well integrated plan of action that relates education to various aspects of the economy is regarded as a matter of urgent priority.

178. SELVARATNAM, S. "Some implications of population growth in Ceylon."
--- The Ceylon Journal of Historical and Social Studies. Vol. 4, No. 1, 1961. pp.33-49.

Ceylon recorded a 2.8 per cent. increase in her population in 1960. Assuming this growth rate, projections are given for the school-going population from 1961 to 1981 in five year intervals. Estimates of the probable expenditure on education are also given, and it is urged that if the child population is to be given adequate living conditions and education, vigorous measures should be taken to reduce the rate of population growth.

179. WICKRAMASINGHE, D.P. "Adhyāpana kramayē mūlika venasak ōnā."
(A fundamental change in the educational system is necessary.)
--- Dinamina. May 12, 1961. 525 words.

Many children who do not have the necessary ability for academic studies attempt them and meet with bitter disappointments. Such children may have the aptitude for practical or constructional activities. Adequate opportunities for such work are not provided by our present system of education. If money is not available for putting up buildings to house institutions providing such courses of study, the question of taking over ordinary school buildings and converting them to new uses should be considered. A supply of suitably qualified teachers is also necessary, and every effort must be taken to expand the facilities for training such teachers. The difference in the scales of salary for English qualified teachers and for those qualified in the Sinhala and Tamil media should be removed. Institutions of higher education should progressively use Sinhala and Tamil as media of instruction. Textbooks and reference materials available in English should be translated into the national languages. In this task, the Vidyodaya and the Vidyalankara universities can render very useful service. From the point of view of bringing about an effective reorganisation in our system of education, it is also necessary that all schools should be brought under the management of the State.

Education and the State

180. DAHANAYAKA, W. "Agamätigen liyamanak - obē pāsäl bēraganna." (A letter from the Prime Minister - "Save your schools.") --- Lankadīpa. February 9, 1960. 1130 words.

The writer in his capacity as Prime Minister, as well as Minister of Education, issues a message to the nation asking the people to take action to save their schools. Education without religion is a fraud. The Communists have crept into certain political parties, and these parties urge that assisted schools should be taken over by the State. Their objective is to destroy religion which is the moving spirit behind these schools. But for the policy which he follows as Prime Minister the schools will be taken over. Two political parties assert that in the case of schools which are assisted by the State, grants should be paid by the State only in respect of the attendance of such pupils as do belong to the same religious denomination as the management. This is to bring about the slow death of their schools, and ensure that they would eventually be absorbed by the State. The schools that would be most affected would be Christian schools. They have large numbers of non-Christian children attending them, and they will receive State grants only in respect of Christian children. In the long run, these schools will refuse to admit Buddhist, Hindu and Muslim children, and as a result children belonging to these religions will lose some of the educational facilities now open to them. It will thus be seen that all religions will be adversely affected by the proposed move, and it is necessary for the people to rally together and protect their schools.

181. DISSANAYAKA, REV FR PHILIP. "Pāsäl rajayaṭa gänīma minis himikam kā dämīmaki." (The take over of schools by the State is a denial of human rights.) --- Dinamina. October 3, 1960. 1450 words.

The demand for the take over of assisted schools by the State has a long history, but the State did not heed it because of its concern for the rights of minorities. The present vigorous demand stems from the report of the Buddhist Commission. At first it was urged that the take over of schools was necessary to give Buddhism its rightful place. Now it is urged that the take over is necessary in order to establish a national system of education. As assisted schools follow the directions of the Education Department, it cannot be argued that the existence of these schools prevents a national system of education. The State is unable to run efficiently the schools it has, and taking over more schools will make matters worse. When the State controls schools, political considerations rather than educational considerations will prevail in the making of decisions. Assisted schools were established by religious organisations. It is a contradiction in terms for the State to promise to give religion its rightful place and yet take over schools. The move to take over schools is opposed by a section of the population, and its views must be heeded. The Catholics, too, are tax payers, and as such entitled to get State assistance to run schools. To take over their schools is a denial of human rights.

182. GUNAWARDENA, VIVIENNE. "Hari visandumaṭa mañga pādīmaki." (The way is clear for a correct solution.) --- Ḋinamiṇa. December 1, 1960. 775 words.

Schools which give a good education are all situated in the towns. Rural schools are in an impoverished condition. Children from rural areas do not get the opportunity to attend urban schools because of admission tests and levies of money for building funds. As a result of the take over of schools by the State, it should now be possible to provide equal facilities in all areas. The take over does not strike a blow against religion. Every child can be taught his religion in a State school. About 40 per cent. of the children in the assisted schools that are being taken over are Buddhists, and it cannot be argued that the take over is directed against the Roman Catholics. The special advantages which a privileged few enjoyed have been taken away by this step. Every parent should cooperate with the Government in its objective of equalising educational facilities throughout the country.

183. HEWAGE, L.G "Agamätiṭa sādara abhiyōgayak." (A cordial challenge to the Prime Minister.) --- *Lankadīpa*. February 18, 1960. 590 words.

This is a reply to the Prime Minister's appeal of February 9, 1960 (see Abstract No.180) to the people asking them to rally together to save their schools. If an education based on religion can be given only in denominational schools and if any other education is a fraud, is he not perpetrating a fraud in the several thousand State schools which are under his control in his capacity as Prime Minister and Minister of Education? The vast majority of children are in these schools. Only a minority of children attend denominational schools, and according to the Prime Minister only these children receive a satisfactory education. The question arises whether in the parliamentary elections that are round the corner, the people should cast their votes to perpetuate a system of education that treats the majority in a fraudulent manner. The reality of the educational situation is that the existence side by side of denominational schools and State schools has caused chaos in education. Democracy demands that there should be a unified administration of schools, and the demand for it cannot be dismissed lightly as inspired by Communists.

184. MAHMUD, BADIUDDIN. "Ādhāra pāsäl gata yutu äyi." (The reasons why assisted schools should be taken over.) --- *Dinamina*. October 24, 1960. 225 words.

The writer, who is the Minister of Education, gives the following as his reasons for introducing a Bill to take over assisted schools: (a) to meet national needs in the most fruitful manner possible, (b) to remove the control certain foreign agencies have over education, (c) to eliminate the profit making motive in education, (d) to give equal opportunities for education irrespective of social and economic class, religion, and place of residence, (e) to make it possible for children to receive instruction in the religion of their parents without undue influences, irregular and unlawful practices, (f) to plan a system of education that is in accordance with the trading, industrial and agricultural activities of the country, (g) to ensure that education is given in accordance with the general principles that are agreed upon by the representatives of the people, (h) to make the objectives of education bear an intimate relationship to the economic needs of the country, and (i) to eliminate the segregation of children by religions and the consequent barriers to mutual understanding and national unity.

185. METTANANDA, L.H. "Ādhāra pāsäl hā katōlika sabhāva." (Assisted schools and the Catholic Church.) --- Lankadīpa. September 7, 1960. 1110 words.

When the present democratic Government is proposing to take over all schools, the Catholic Church claims exclusive ownership of their schools and the right to continue managing them. It must be stated that the ownership which it claims is a heritage from the colonial rulers and not based on the best interests of the people. The Buddhists constitute 75 per cent. of the population and they are all in favour of the take over of schools. The Catholics constitute only 7 per cent. Although the Archbishop, speaking on behalf of the Catholic population, opposes the take over of schools, it is clear from expressions of opinion of certain Catholics that they do not share the views of the Archbishop. The association of the Catholic Church with education is not free from taint. There is evidence that non-Catholic children attending Catholic schools have been converted to Catholicism by means of various inducements offered to parents, especially if they happen to be indigent. The only basis for the opposition of the Catholic Church to the take over of schools is that it would lose its position of privilege. It is hoped that the democratic forces of the country would be strong enough to counter the opposition of the Church and launch a measure that is so essential for national progress.

186. NANAYAKKARA, REV. FR. LEO. "Ādhāra pāsäl rajayata gänīma comunist criyā mārgayaki." (The take over of assisted schools is a communist step.) --- Dinamina. October 27, 1960. 725 words.

Although it is stated that it is necessary to have a unified system of schools for the country, the system obtaining at present is a unified system. Denominational schools are under the administrative control of their managers, but in most respects the Education Department determines their policy. It is true that the present system of education has its weaknesses in that it does not give a sufficiently important place to national culture, history, arts and languages. The take over of schools will not be conducive to the common good. A religious environment cannot be provided by mere words. A religious environment that lays a firm foundation for spiritual development can be provided only in denominational schools. In a country in which there are several religions, the State cannot provide a religious environment. If education is entrusted to politicians who do not care for religion, there cannot be any possibility of religious education being provided. The demand for the State take over of schools is an old one, but today it is inspired by the Marxists within the Government party. It is directed by the Marxists against the Catholics, but in course of time it will be directed against the Buddhists, too. Whether one is a Catholic or a Buddhist, opposition should be expressed against the move to make our country another Tibet.

187. NATIONAL EDUCATION COMMISSION. "Private schools." --- Final Report of the National Education Commission. Colombo, 1962. pp.135-141.

The Commission points out that there are at present two types of private schools: (a) 15 fee-levying schools which had become private schools in terms of Education Act No. 5 of 1951, and (b) 48 schools which had become non-fee-levying in terms of Education Act No. 5 of 1960. The Commission sees no justification for the continued existence of either category. It regards them as incongruous in a national system of education in that they are restrictive in their admissions and are not open to all the children who live in an area. They will disturb the smooth functioning of the zoning scheme proposed by the Commission in its Interim Report. The Commission believes that for democracy to be a reality all the schools must belong to all the people of the country, irrespective of social or economic status and religious creed, and that it would be a negation of democracy to allow private schools, which are exclusive by their very nature, to continue to exist. The Commission recommends that all private schools should be taken over by the State and integrated into the State system of education.

188. PANNASEEHA, VEN. MADIHE. "Pāsäl̲ gänīmata paksha vipaksha mata matuvē. Mahajana illīma iṭukirīma sādhāranayi." (Opinions arise for and against the take over of schools. It will be fair to accede to the demand of the people.) --- *Lankadīpa*. August 28, 1960. 850 words.

The take over of assisted schools by the State is one of the most important problems of our time. It is necessary to go back to the history of the demand for the take over of schools. It was first made in 1905 by Christian missionaries. In more recent years the Buddhist Congress has been in the forefront in making this demand. It is not directed against the Roman Catholics. The Archbishop has threatened to resist the take over with bloodshed if necessary. Shedding blood is unknown to the Buddhists, who are advised by their religion to donate blood. By the nationalisation of the bus services, neither the buses nor the general public suffered. Only the bus magnates suffered. The schools run by denominational bodies have been put up with public funds and constitute public property. If they are being run for public service, what objection is there to their being taken over so that the public may be served even more effectively than in the past. Schools should not be regarded as private profit making concerns. Even in Australia and the United States there is no system of assisted denominational schools. The State system in these countries has not harmed the Roman Catholics.

189. SAMARAJIWA, C.N. "State control of education." --- *Times of Ceylon*. November 29, 1960. 1650 words.

Among the inherent dangers of State education is the rigid control by the State of the content of education. In certain countries, schools have been used as instruments of indoctrination, and objective standards of truth were denied to those receiving education. Nazi Germany and Fascist Italy provide good examples of the manner in which education was used to control the thinking of young Germans and Italians. At the present time, in Soviet Russia, what is taught in schools is controlled deliberately and directly by the courses of study drawn up by the Ministry of Education. If Ceylon is to be made fit for democracy, we must guard against the possibility of a similar situation developing here.

Equalisation of educational opportunity

190. GUNASEKARA, J.P. "Adhyāpanaya atin nodiyunu palātvalaṭa visheshayak önā." (Special consideration is required for areas which are educationally undeveloped.) --- *Dinamina*. January 30, 1962. 975 words.

This year the Government allocated a sum of Rs.37,500 for the school building programme in each electorate. This sum is not adequate for undeveloped rural areas in which almost all the school buildings are in a very unsatisfactory condition. It is necessary also to provide money for building teachers' quarters if these areas are to improve. Qualified teachers are reluctant to serve in certain areas, especially in the Uva Province, as adequate housing accommodation is not available for them. Even those who are appointed to these undeveloped schools apply for transfer to better developed areas as soon as possible. The Government must improve facilities in these areas so that teachers will remain in them. The environment in undeveloped areas is not helpful in a child's education. Media such as the cinema should be used to create a better environment. On account of the poor economic conditions in undeveloped areas, more assistance should be available than elsewhere for the purpose of supplying free books and free meals to children. The problems of these areas require special investments of money, and it should be the duty of a Government that is committed to socialist policies to put into these areas the money and the attention they need to come up to the standard of the more fortunate urban areas.

Language issues in education

191. ALLEN, C.J. "Language problems in science education." -- *Journal of the National Education Society of Ceylon*. Vol. 9, No. 1, 1960. pp.13-17.

There is no reason why any language at all should not in course of time become a suitable medium for teaching science or any other subject. However, considerations such as the lack of technical terms, non-availability of textbooks and teachers may prevent that language from being used immediately at certain levels of education. In such cases, it becomes necessary to use another language. In Ceylon, the language that naturally suggests itself for this purpose is English. It seems therefore reasonable to hope that along with a steady development of the national languages of Ceylon there should also be the serious study of English.

192. DAHANAYAKE, C. "Teaching of science in swabasha." --- Journal of the National Education Society of Ceylon. Vol. 10, No. 2, 1961. pp.13-24.

The problems that arise in teaching science through the medium of swabasha (the national languages) are considered. In regard to technical terms, it is suggested that when a swabasha equivalent is not readily available, a new term should be coined using Sanskrit roots. The use of English terms is to be permitted whenever they appear to be the most suitable. The economics of producing textbooks in swabasha is considered, and it is pointed out that countries which have a smaller population than Ceylon produce textbooks in their own languages. Subsidies by the Government are suggested to reduce the cost of textbooks to student purchasers. Measures to increase the available number of authors and teachers, competent in swabasha, are also suggested. The importance of having an adequate knowledge of at least one world language is stressed, and it is pointed out that in the context of Ceylon the most appropriate language for this purpose is English.

193. DE LANEROLLE, K M "The place of English in the curriculum." --- Times of Ceylon. May 30, 1961. 1300 words.

English has to be in the curriculum in Ceylon schools to keep Sinhalese and Tamil up to date in the sense that the development of these languages will gain from the insights acquired through English. English is also a medium for acquiring modern knowledge in various fields, and we must channel it for the benefit of the country. The postponement of the study of English until grade 6 will have the advantage of ensuring that a start is made under teachers of proved efficiency. A few schools which have English as the medium of instruction could turn out bilingual scholars who would mediate between western culture and national culture. A triangular plan for the re-organisation of English teaching is suggested. Teachers should be carefully chosen, well-trained, and adequately paid. Research in the teaching of English should be carried out at both university and departmental levels. Finally, a climate of goodwill should be created by the realisation that English is no threat to Sinhalese and Tamil, and that it is studied primarily for its utilitarian value.

194. JINADASA, H. "Vidyāva sinhalen pätiravīma amāru nähä." (It is not difficult to spread science through Sinhalese.) --- Dinamina. November 27, 1961. 910 words.

Countries which have regained their independence after a period of subjugation by foreign powers make every endeavour to catch up with the developed world. In this process, mathematics and science play an important part. Through lack of being used for teaching these subjects, the Sinhalese language has not developed the necessary terminology. But the language is capable of being put to these uses. The Swabhasha (National Languages) Department has done commendably in producing glossaries of technical terms and in bringing out translations of mathematical and scientific textbooks. Shortages of teachers and textbooks are being rapidly made good, and every effort is being made to make the science teaching programme at the school level successful. To those whose education has been in English, the technical terms that have been suggested in the glossaries may seem unfamiliar, but school children who are being educated through the national languages take to them very rapidly. There is no doubt that the decision to introduce the national language media has been right and had pointed the way to progress.

195. LAKSHMANAN, K. "Palkalaik kalakatthil Tamil pothana moti." (Tamil as a medium of instruction in the university.) --- Thinakaran. July 10, 1960. 1560 words.

From 1946, the medium of instruction at the school level has been progressively changed from English to Sinhalese and Tamil, and as from 1960 the medium of instruction in the university should be Sinhalese and Tamil. There is a certain amount of reluctance to effect this change on the argument that sufficient books are not available. But one reason why books in Tamil are not availbale is because the teaching is not in Tamil. There is no guarantee that books would become available if the date for the change is postponed. From the point of view of the student, it should be appreciated that having had all his school education in Sinhalese or Tamil, he is not competent to receive instruction in any other language. It is true that he has been taught English as a second language but his knowledge is not sufficient to enable him to follow lectures in English. The most suitable plan is to give lectures in Sinhalese and Tamil, while encouraging the student to do some of his reading in English. The university should take an active part in the production of books in Tamil. Staff members should be encouraged to produce original books as well as translations in Tamil, and they should be given financial inducements. There are many school teachers who could assist in this task, but the policy of the Government is to require them to take permission from the Government before writing a book. This restriction serves to discourage teachers and it should be removed. The Government should actively encourage all those who are capable of doing so to produce material in the national languages.

(in Tamil)

196. NATIONAL EDUCATION COMMISSION. "Medium of Instruction." --- *Interim Report of the National Education Commission*. Colombo, 1962. pp.10-12.

Burgher and Muslim children can elect to be taught through the medium of English, Sinhalese or Tamil, while Sinhalese children and Tamil children have to choose one or the other of the national languages, Sinhalese or Tamil, as the medium of instruction. The Commission recommends that the medium of instruction for all citizens of Ceylon should be Sinhalese or Tamil and, with a view to removing the option now available to Muslim and Burgher children to receive instruction in English, the Commission further recommends that while Muslim and Burgher children now being educated through the medium of English should be allowed to continue receiving instruction in English, after December 31, 1961 in the case of Muslim children and after December 31, 1962 in the case of Burgher children new admissions to the first grade at school should be instructed through Sinhalese or Tamil at their choice. The Commission also considered the option which now existed for Sinhalese and Tamil children to use English as the medium of instruction for certain specified subjects from grade nine upwards, and was of the view that this option should cease in grade nine by January 1, 1962 and year by year thereafter in respect of each higher grade.

197. NATIONAL EDUCATION COMMISSION. "The Place of English." --- Interim Report of the National Education Commission. Colombo, 1962. pp.13-15.

The present practice is to introduce the child to the study of English as a compulsory subject in the third grade, but evidence led before the Commission shows that despite the early start the knowledge acquired during the first three years is negligible except in a minority of cases. The Commission is averse to making any language other than the Official Language compulsory for all children. It is also opposed to too early a start with English. It therefore recommends that English be taught as an optional subject from the fifth grade.

198. RATNAPALA, N. "Usas sinhala adhyāpanaya kalāvatama sīmā karanna epā." (Do not limit higher education in the Sinhalese medium to Arts subjects.) --- Dinamina. July 26, 1960. 810 words.

It is a great blessing to the country that teaching is being done in the Sinhalese medium in the two pirivena universities as well as in the University of Ceylon. But in all three universities, Sinhalese is used for teaching Arts subjects only. This is unsatisfactory. The Sinhalese medium should be used not as a sop to the masses but to produce through it the personnel required for national development. It must be used to produce agriculturists, industrialists, and scientists. In achieving this objective, the role of being a pioneer rests on the University of Ceylon at Peradeniya. It is there that a beginning should be made with the teaching of science in Sinhalese. In the first few years, part of the teaching could be in Sinhalese and part in English, but in course of time the use of the Sinhalese medium could be progressively increased so that finally all the teaching is done in Sinhalese.

University education

199. ALUWIHARE, F. RAM. "Spotlight on campus ragging." --- Daily Mirror. May 1, 1962. 1190 words.

The ragging of freshmen in the university has assumed serious dimensions. Freshmen, both male and female, are compelled to participate in humiliating activities both in the Halls of Residence and in lecture rooms during the first few weeks of their stay in the university. Many suffer great physical strain and psychological stress, and there have been cases of complete breakdown. Many of the seniors who are responsible for the ragging do so out of a desire to humiliate the freshers, but a few seniors appear to suffer from sexual abnormalities which find release in indecent forms of ragging. University students are men and women of ability and their better natures should assert themselves. A co-ordinated effort on the part of all associated with universities is necessary to put an end to the disgraceful practice of ragging.

200. BANDARANAIKE, SIRIMA. "Piriven vishva vidyālavala upādhi labana taruna sañga parapura." (The young Bhikkhus graduating from the Pirivena universities.) --- Lankadīpa. January 16, 1961. 970 words.

The writer, who is the Prime Minister of Ceylon, refers to the long line of Buddhist Bhikkhus (priests) who, from ancient times up to the present day, have brought credit to the country by their piety, learning and scholarship. Foreign scholars have come from time to time to Ceylon and have sat at their feet. The purpose of establishing the Pirivena universities is to give Bhikkhus opportunities for advanced studies in modern philosophy and in foreign languages, including English. It is hoped that the Pirivena universities would turn out a new generation of Bhikkhus distinguished as much for their piety as for their scholarship in both modern and ancient studies.

201. SAMARAJIWA, C.N. "A varsity Grants Commission is a vital need." --- Times of Ceylon. March, 1962. 840 words.

The lack of research in the universities, lack of co-ordination in the standards of the universities, the problems arising from the switch over to the national languages, student indiscipline, and the exodus of academic staff from the universities are some of the urgent issues needing attention in the field of university education in Ceylon. The setting up of a University Grants Commission is a vital need. Such a Commission could bring about an effective co-ordination in the provision of higher education. It could inquire into the financial needs of the various institutions providing higher education and make recommendations to the Government regarding the disbursement of funds.

202. SIRIWARDANA, V.P. "Sarasavivala svādīnatvaya räkagata yutuyi." (The independence of universities should be safeguarded.) --- Dinamina. September 11, 1962. 925 words.

Universities are very much in the news at present. The minds of the public were turned towards the universities when the proposal was made recently to declare universities public corporations and apply to them the same rules and regulations as are applicable to other corporations. The conflict at the Vidyodaya University between the students and the administration, and the problem of residential accommodation at the University of Ceylon at Peradeniya for all who have satisfied entrance requirements also served to focus the attention of the public on the problems of university education. The proposal to convert the universities to corporations is fraught with danger. Persons who have no qualifications for the purpose at all will be appointed by the Government to the controlling bodies, and there will be political interference. The personnel will be changed with changes in Government, and according to the whims and fancies of the politicians in power. In Britain, the universities are quite independent of the Government. The University Grants Committee allocates funds to the universities but does not exercise any kind of control over universities. Universities should be safeguarded from any kind of interference by the Government. They require independent and competent Boards of Management set up by themselves, and a dedicated staff for their effective functioning.

CONTENT OF EDUCATION AND METHODS OF TEACHING

General

203. ALAGIYAWANNA, K.L.V. "Pāsal vishaya mālāve sanshōdanayak ōnā " (A revision of the school curriculum is necessary.) --- Dinamina. October 30, 1961. 1210 words.

There are several reasons why a revision of the curriculum of our schools is necessary. The education that children get now does not prepare them for life in the complex world of today. It does not help them to come to terms with a rapidly changing society. Science has not been given enough prominence in the curriculum. Our school curriculum should be modified so that a basic knowledge of science is given to every student. The premature division into Arts and Science that takes place in our schools should be discouraged, and there should be a longer course of general education that includes science. The curricula in science should be revised so as to reduce the emphasis on memorisation of facts and to include instead an approach characterised by experiment and inquiry. In this task, it would be useful to make a study of the content of science education and methods of teaching used in England and the United States as well as in China and Russia.

Geography

204. AMBALAVANAR, PUNITHA. "Visual illustration in the teaching of the climate of Ceylon in post-primary classes " --- Journal of the National Education Society of Ceylon. Vol. 10, No. 2, 1961. pp.58-68.

The following types of aids are suggested for teaching the climate of Ceylon: A. pictorial and graphical aids, such as the blackboard, diagrams, maps, pictures, charts and graphs; B. models, ready made such as the globe, and improvised models such as a wind vane; C. measuring instruments such as the rain gauge and the thermometer. Visits to metereological stations, and the projection of films regarding weather phenomena are also recommended.

205. DE SILVA, A.J. "Bhūgōla vidyāva igänwīma." (Teaching geography.) --- *Adhyāpanaya*. Vol. 1, 1962. pp.15-24.

The writer suggests that such criteria as the usefulness of learning a topic, and the extent to which children would find the topic interesting should determine the choice of geographical topics to be presented in the classroom. Having selected a topic which the teacher considers appropriate, the teacher should give a great deal of thought to the manner of presenting the topic. Care must be taken to ensure that children acquire correct concepts, and realise the significance of the technical terms that are used in geography. The use of visual aids is specially to be commended in this context. It should be remembered that the study of geography involves an understanding and appreciation of relationships between certain kinds of phenomena. Factual details should be considered subservient to the understanding and appreciation of relationships.

206. THAMBYAHPILLAY, GEORGE. "Probable faults in the teaching of mapwork in the secondary school stage in Ceylon." --- *Journal of the National Education Society of Ceylon*. Vol. 11, No. 2, 1962. pp.20-35.

It is noted that at the Ceylon University Entrance and High School Certificate examination, many candidates who obtain high grades in the paper on general and regional geography do not fare as well in the paper on mapwork. They commit glaring errors in mapwork techniques. The writer has maintained for over ten years a record of the errors committed by students in their mapwork. The errors are listed and remedial measures are suggested.

History

207. JAYAWEERA, SWARNA. "Itihāsaya igänvīma." (Teaching history.) --- *Adhyāpanaya*. Volume 1, 1962. pp.8-14.

The syllabus prescribed for history in Ceylon schools is too heavily loaded with factual details. Students find the study of history boring because of this. The syllabuses need to be drastically revised and insignificant material removed. The writer selects examples from both Ceylon history and world history to indicate her point of view. The emphasis placed on political history should be reduced, and an attempt should be made to introduce social and economic history. It is also important to encourage students to take an interest in the study of local history. The methods of teaching history need review. The lecture method, dictation of notes, and reading the textbook in the classroom tend to make the study of history dull and uninteresting. A variety of methods using historical novels, drama, source materials, and audio-visual aids is suggested for the age group 12 years to 14 years. Excursions to places of historical interest are also suggested.

Language and literature

208. JAYASEKARA, U.D. "Sinhala bhāshāva igänvīmēdī kathanayata läbena täna." (The place of speech in teaching Sinhalese language.) --- *Adhyāpanaya*. Vol. 1, 1962. pp.25-29.

The importance of an adequate mastery of speech for the development of an individual as well as for the progress of society is stressed. A firm foundation for good speech habits should be laid in the home. There must be frequent communication between parent and child, and the parent should take care to provide a good model by his use of speech. By the time a child is sent to school, the child should have acquired a basic vocabulary and speech patterns. In school, children should be encouraged to relate their experiences to the other children and to the teacher. Good listening habits should be encouraged both for their own sake and for the stimulation it provides to the speaker. Interest should be shown in the experiences related. Clarification should be sought of matters requiring more detail. This will serve to show the speaker what kinds of improvements were possible in his original rendering. Pictures of various incidents could be shown to children, and the children asked to relate stories about them. Dramatic activity could also be very useful in teaching good speech habits to children.

209. PASSE, H.A "The teaching of English." --- Times of Ceylon. May 12, 1960. 840 words.

Many kinds of English, differing in pronounciation, grammar, idiom and vocabulary, are taught in Ceylon. It is necessary to agree on a certain standard, and in this respect our standard should be the best spoken English and the best written English of the educated Ceylonese. Admittedly, the criterion is a vague one and its boundaries are not easily defined. There is no doubt, however, that there is some general consensus of opinion as to what the best spoken Ceylonese English is. In the case of written English, the best Ceylonese written English is almost indistinguishable from the written English of the educated Englishman. Our aim should be to maintain these standards and not allow a departure from them. If we allow any departure, there is a danger that our pupils will in course of time speak and write a lingo called English but which would really be of little use for effective communication with the rest of the English using world.

210. WEERAKOON, RUPA. "Pāsālē viyarana igänvīma." (Teaching grammar in school.) --- Adhyāpanaya. Vol. 1, 1962. pp.45-49.

The problem of teaching grammar in school is discussed with special reference to the Sinhalese language. The historical origins of the gulf between the written and the spoken language of Sinhalese are traced. There is evidence that the gulf is now narrowing down. The classical textbook for teaching Sinhalese grammar has the disadvantage of being based on literary usage as reflected in verse literature. Much of it is irrelevant to the task of expressing one's ideas in clear and unambiguous language in a prose composition. It is best to approach the problem of grammar from a practical point of view. The teacher should make a selection of grammatical points that are significant for current prose usage, and teach them in the classroom. The use of the classical grammar textbook is not advisable except in the university entrance class.

211. WICKRAMASURIYA, CHITRA. "Some common mistakes in written English." --- Journal of the National Education Society of Ceylon. Vol. 10, No. 1, 1961. pp.34-54.

The mistakes of grammatical structure in the written English compositions of Ceylon students are analysed. As far as is feasible, the mistakes are classified in a manner that would be useful for teachers planning programmes of remedial teaching. The following are the main categories: 1. word order in statements 2. agreement 3. abstract and material nouns 4. parts of speech 5. patterns of the simple sentence 6. infinitive and gerund constructions 7. negative constructions 8. statements of comparison 9. passive constructions 10. complex sentences 11.participle constructions 12. indirect statements and questions 13. questions 14. the tenses 15. prepositions 16. verbs 17. determiners.

212. WICKRAMASURIYA, CHITRA. "Mistakes in vocabulary and grammar resulting from difficulties with the phonemes of English." --- Journal of the National Education Society of Ceylon. Vol. 11, No. 2, 1962. pp.32-39.

For many English vowel and consonant sounds, there are sounds which approximate closely enough in Sinhalese and Tamil, and serve as more or less satisfactory substitutes. There are certain other sounds which lack native equivalents, and which cannot be acquired without special teaching. If such sounds happen to be units which act as minimal contrasts of vocabulary or grammatical distinction, the substitution of native sounds can lead to distortions of vocabulary, and mistakes of grammatical construction. Illustrations are given of confusions and distortions of vocabulary, and mistakes in grammar, and their implications for teaching are discussed.

213. WICKRAMASURIYA, CHITRA. "Atirēka kiyavīma." (Supplementary reading.) --- Adhyāpanaya. Vol. 1, 1962. pp.50-53.

Supplementary reading serves the function of consolidating children's mastery over reading and of making reading both a pleasurable and an educative activity. Supplementary reading material should be carefully graded and at a somewhat easier level than the material in the reading book which the child uses for intensive reading. When the supplementary reading material is simple, the child takes very easily to it. Reading becomes a pleasurable activity, and stimulated by his own success the child develops an enthusiasm for reading. Supplementary reading materials should cover a variety of topics and greatly broaden a child's knowledge and outlook.

Mathematics

214. SUGATHAPALA, H.D. "Functional arithmetic - a challenge to children's intelligence." --- Journal of the National Education Society of Ceylon. Vol. 11, No. 2, 1962. pp.19-30.

The curriculum in arithmetic followed in primary schools in Ceylon is inherited from English schools of the early part of this century, and the teaching of arithmetic is in a very unsatisfactory state. Arithmetic in our schools enlists only the memory and kills the intelligence., The mechanical skills that are emphasised can be justified neither from the standpoint of utility nor from the standpoint of inherent value as an educational experience. It is suggested that a programme of work should be drawn up with the following aims in mind:- 1. to relate arithmetic in a meaningful way to the child's own experience and his environment; 2. to relate arithmetic to other fields of activity and learning such as the language arts, social studies, and the creative arts; 3. to train the child in the processes of logical reasoning that work in arithmetic could involve; 4. to awaken in the child a sense of pleasure in quantitative activities.

Religion

215. DHIRASEKERA, J.D. "Teaching of religion in schools - a study in relation to Buddhism." --- Journal of the National Education Society of Ceylon. Vol. 11, No. 2, 1962. pp.48-54.

In teaching Buddhism to children, the first task of the teacher is to present to the child an account of the life of the Buddha, the founder of the religion, emphasising his essential humanity and the many valuable contributions he made to the advancement of humamity in general and to the society of his day in particular. An interest in virtue and morality could be aroused in children by showing how the Buddha strove constantly to improve human relationships in terms of equality and justice. The doctrinal content of Buddhism should come later and it should be taught as being based on an analysis of the observable realities of the life process, seen as an extension of the interest in the well being of humanity.

Science

216. GREEN, T.L. "Science teachers' attitudes and the teaching of science." --- Journal of the National Education Society of Ceylon. Volume 10, No. 1, 1961. pp.12-17.

The writer points out that preliminary studies carried out by him have shown that science teaching in Ceylon tends to be formal, academic, theoretical, with emphasis upon memorization, with little attention to evaluating anything beyond gains in factual knowledge and with almost no attention to social outcomes. He suggests four conditions which must be fulfilled if science teaching is to be successful. They are (a) a clear statement of the desired outcomes of science teaching in the Ceylon context, (b) a survey of the attitudes of science teachers regarding the kinds of science most needed in Ceylon, the desired ends of science teaching, and steps needed to improve science education, (c) the provision of pre-professional experiences that are most likely to result in teaching procedures which would lead to desirable outcomes, and (d) the bringing about of attitudinal changes that would ensure worthwhile practical results from a science teaching programme.

217. HEAFFORD, P.E. "The aims of science teaching." --- Journal of the National Education Society of Ceylon. Vol. 9, No. 1, 1960. pp.1-6.

It is suggested that the aims of science teaching should be as follows: (i) to spread as widely as we can the scientific temper and what this implies, (ii) to make pupils acquainted with and to have them value our heritage of factual knowledge and constructive techniques, (iii) to have pupils admire and strive for good workmanship in all spheres of science study, (iv) to implant in pupils at least the beginnings of a scientific way of life.

218. WICKREMASINGHE, T.B. "Teaching of physics in the senior secondary school." --- Journal of the National Education Society of Ceylon. Vol. 11, No. 2, 1962. pp.40-47.

The objectives of teaching physics are to ensure that students 1. acquire knowledge of scientific principles and facts and can apply them to solve problems; 2. learn to handle equipment and set up experiments; 3. acquire scientific attitudes and habits of scientific thinking. The ways in which the classroom and the laboratory should be used to achieve these objectives are discussed, and a scheme of work for senior secondary classes is suggested.

PSYCHOLOGY OF CHILDREN AND YOUTH. GUIDANCE AND COUNSELLING

Psychology of children and youth

219. HEWAGE, L.G. Avaśya adhyāpana manō vidyāva. (Essential educational psychology.) --- Kelaniya, Vidyalankara University Press. 1963. 340p.

The book provides an introduction to the essential concepts of educational psychology bearing in mind the needs of practising teachers as well as of student teachers. It has nine chapters dealing with the following topics: (a) education and psychology, (b) heredity and environment, (c) human drives, (d) intelligence and intelligence tests, (e) laws of learning, (f) mental processes, (g) socialisation, (h) personality and its measurement, and (k) the physical basis of personality. The book contains a glossary of technical terms in English with their Sinhalese equivalents, and a bibliography of books, mainly British and American, recommended for further reading.

220. JAYASURIYA, J.E. "A study of vocational ambitions." --- Journal of the National Education Society of Ceylon. Vol. 10, No. 1, 1961. pp.1-11.

The article reports an investigation carried out into the formation of occupational choice among samples of school pupils nearing the end of their secondary schooling in different parts of Ceylon. The principal findings are that (a) no guidance has been given by teachers, (b) the information pupils have about occupational possibilities, requirements and prospects is very limited, and that this is more so in rural areas than in urban areas, (c) occupational choices largely fall among a few occupations, and are unrelated to courses of study except in the case of students of science, (d) occupational choices show a drift away from productive work to white-collar employment and to status-seeking, (e) the social class of parents is unrelated to the child's occupational choice. The implications of these findings from the point of view of employment for school leavers and of the man-power required for national development are also discussed.

221. JAYASURIYA, J.E. "Daruvanṭa avaśyatā tibē." (Children have needs.) --- *Adhyāpanaya*. Volume 1, 1962. pp.1-7.

That children have physical needs is recognised by all; but the existence of psychological needs is not generally recognised. In fact, psychological needs are even more important than physical needs, and it is essential that teachers and parents should take note of them. Many psychologists regard security as the most important of the psychological needs of a child. The conditions that contribute to promote security are discussed, and some possible consequences of psychological insecurity are enumerated. Two other psychological needs that deserve attention are the need for new experience and the need for responsibility. The conditions conducive to the satisfaction of these needs are discussed. It is urged that parents and teachers should recognise the importance of psychological needs and bring about the conditions necessary for the satisfaction of these needs. This would be one of the surest ways of promoting the mental health of children.

222. KARIYAWASAM, U.G.P. and KARIYAWASAM, SUNDARI. *Adhyāpanika manō vidyāva*. (Introduction to educational psychology.) --- Colombo. Samayawardena Press. 1962. 206 p.

This is an introductory text book on educational psychology intended for use by student teachers. The book has twelve chapters dealing with (a) the history of educational psychology, (b) basic human needs, (c) stages of development, (d) readiness for school, (e) heredity and environment, (f) learning, (g) transfer of training, (h) intelligence and intelligence tests, (i) juvenile delinquency, (j) educational backwardness, (k) mental health, and (l) personality. The book contains a glossary of psychological terms in English with their Sinhalese equivalents, and a bibliography of books, mainly British and American, consulted by the authors in the preparation of the book.

Guidance and counselling

223. WIJEYEWARDENE, GAMINI. "Ceylon's most valuable asset - the people." --- Ceylon Daily News. March 10, 1961. 1700 words.

The annual rate of increase of the population is about 2.6 per cent., one of the highest in the world. The population increase though a threat also represents an opportunity and must be treated as such. Our system of education is academic in character and bears little relation to the practical aspects of life. Greater attention must be paid to agriculture, handicrafts and commerce. Scientific techniques must be used to identify the various aptitudes and interests possessed by children, and to provide adequate training facilities in all directions. The social prejudice against manual labour should be removed and the craze for white collar employment eliminated. One way of achieving these objectives is through a national scheme of vocational guidance beginning at the school level. The in-service training of all teachers in the maintenance and use of cumulative records and other guidance techniques will be a major step in the development of a programme of guidance. Though vocational guidance will not create jobs, it will contribute to the more efficient use of man power and lead to the expansion of the economy.

224. WIJEYEWARDENE, GAMINI. "Vocational guidance and the school curriculum." --- Ceylon Daily News. April 3, 1961. 1710 words.

The school curriculum is the reflection of what the people of a society feel, believe and do. The curriculum should change in line with the changes in people's thought and action. The traditional curriculum should be replaced by a properly planned curriculum. For the years of compulsory education, a common curriculum should be available for all pupils. The aims of this curriculum should be (a) to foster a high degree of excellence in all aspects of the personality, (b) to make children familiar with the heritage of the nation, (c) to provide a basis for the scientific conception of the world, and (d) to foster a desire to contribute by their work to the economic and cultural progress of society. The curriculum for the secondary stage should consist of a common core, providing a general education for all, and diversified courses that permit a choice to be exercised on the basis of individual interests and aptitudes. A carefully planned programme of vocational guidance is needed to ensure that students will make appropriate and meaningful choices at this stage.

225. WIJEYEWARDENE, GAMINI. "The teacher counsellor." --- Ceylon Daily News. April 4, 1961. 1150 words.

A trained graduate or a graduate or a first class trained teacher can aspire to qualify as a teacher counsellor by attending an in-service training course and passing an examination. The examination consists of three written papers in the following subjects: principles and techniques of vocational guidance, educational and vocational psychology, and occupational information, in addition to a practical test in interviewing and counselling. The examination was held for the first time in June 1959. In view of the great responsibility that rests on teacher counsellors, a comprehensive code of ethics to which they have to subscribe has been drawn up to ensure that they would discharge their duties with a sense of competence and honour. A teacher counsellor is expected, over and above his role as a teacher, to organise a personal record system for students, to conduct in-service training programmes for teachers on the maintenance of these records, to maintain an occupational information library, and to administer psychological tests.

226. WIJEYEWARDENE, GAMINI. (Ed.). Vocational guidance in Ceylon schools. --- Colombo, Ceylon Government Press, 1961. pp.176.

This book is an outcome of a seminar on vocational guidance conducted by Professor Milton E. Hahn of the University of California at Los Angeles. It consists of ten chapters with the following titles: 1. The need for vocational guidance. 2. Principles of guidance. 3. The role of the teacher in vocational guidance. 4. The role of the administrator in vocational guidance. 5. The curriculum. 6. Vocational guidance and the non-classroom activities. 7. Vocational guidance and the individual. 8. Group approaches to vocational guidance. 9. Tests, measurements and grades. 10. Community resources under the government sector.

SPECIAL EDUCATION

227. DASSENAIKE, K.C. "Equipping the blind to take their place in society." --- Ceylon Daily News. December 6, 1961. 1140 words.

The School for the Blind at Ratmalana has entered into its fiftieth year of service. It has nursery, primary, and secondary sections. The ordinary school curriculum is followed, with adaptations whenever necessary. The students sit for the same examination (General Certificate of Education) as normal students at the end of the course. They also have sports and other social activities. The aim of the training and education is to enable students to take their place in a sighted society, and to live full lives. The placement of blind persons in employment is not sufficiently developed in Ceylon, and difficulties arise. A few past students have been very well placed in employment. Many have been trained as weavers and rattan workers; a few do sewing and knitting; a few have become stenographers and telephone operators. This particular institution is the foremost of its kind in Ceylon. The kindness and the generosity of the public have helped the school to render this service.

228. NATIONAL EDUCATION COMMISSION. "Education of Mentally and Physically Handicapped Children." --- Final Report of the National Education Commission. Colombo, 1962. pp.31-39.

The Commission recommends that legislation be enacted requiring parents to register all handicapped children with the health authorities. In regard to handicapped children of all categories, there is no doubt that the existing provision is quite inadequate. It is urged that for each category of handicap, the State should provide special schools or institutions at the rate of one per hundred or hundred and fifty children. In the case of children with certain kinds of handicap or with moderate degrees of handicap, every effort must be made to educate them in the schools attended by normal children.

VOCATIONAL AND TECHNICAL EDUCATION

229. BANDARAGE, D.S. "Management Education - a prime need of the day." --- Ceylon Daily News. July 15, 1961. 750 words.

Since Ceylon gained independence, a variety of administrative organisations, statutory corporations, and public authorities have sprung up as never before in what seems an unending succession. Their effective functioning needs persons qualified in management. Management has been defined as the art and science of preparing, organising and directing human efforts applied to control the forces of nature and to utilize the materials of nature. A degree in management studies based on these four major disciplines: Engineering, Psychology, Personnel Management, Economics (organization and methods) should be made available in Ceylon. There has recently been a commendable amount of local interest in organising short courses for managers. But those who seek a full training have to go abroad. Britain has set up a National Advisory Council for education in management. Ceylon could profit by following this lead.

230. DE SILVA, S.L. "Technical education and under-developed countries." --- Journal of the National Education Society of Ceylon. Vol. 11, No. 2, 1962. pp.1-6.

In Ceylon, the rate of increase of the gross domestic product is very slightly ahead of the rate of increase of the population. If there is to be an improvement in standards of living, a considerable increase should be recorded in production. Skilled manpower is a vital prerequisite for the implementation of any plan for development. More money than at present should be put into technical education. Expenditure on technical education should be regarded as an investment. Comprehensive plans should be drawn up for the training of technologists, technicians and craftsmen. "Sandwich" courses providing for periods of full-time study in institutions alternating with periods of full-time practical work in industrial workshops are suggested for the training of technologists. In the case of technicians and craftsmen, apart from "sandwich" courses there should also be opportunities for part-time employment and part-time study.

231. DE ZOYSA, T.P. "Saṇvardhanayaṭa tuḍudena kārmika adhyāpanayak ōnā." (A technical education that promotes development is needed.) --- Dinamina. February 13, 1961. 810 words.

A country can develop only if it has a system of education that actively assists in the task of development. The system of education in Ceylon had been devised to meet the needs of the colonial ruler for certain categories of employees, and the economic and cultural development of the country was of no account. The establishment of the university perpetuated this state of affairs. The importance of a degree was that it enabled the holder to join the Civil Service and be a highly paid administrator in the employ of the Government. Employment outside the Government sector was seldom sought by a graduate. Engineering and agriculture attracted only a handful of students. No courses were available in financial management, public administration, or social and economic planning. This situation must be rectified. The application of science and technology to development is the urgent task before the nation, and young people must be given every opportunity of mastering the necessary fields of study and of contributing to national development. School and university curricula need to be broadened with this purpose in view.

232. PEIRIS, T.T.J. "Kārmika adhyāpana kramayē aḍupādukam." (The shortcomings in the system of practical education.) --- Lankadīpa. November 10, 1961. 655 words.

Facilities for practical education are provided in a certain number of secondary schools, but generally they have no focus of interest and are a waste of children's time. It cannot be said that, as a result of this education, any pupil has developed an interest in practical education and, after leaving school, taken to an occupation requiring practical skills. Practical education in schools should be re-organised so that emphasis is placed on the different kinds of practical skills that are required for the cottage crafts and occupations of a practical nature that are pursued in different areas. In this way practical education will show a relevance to the activities of the environment in which each school is situated. The question of teachers is important, and it is a matter for regret that after the year 1953 the Education Department has not held any examination for teachers of practical subjects.

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233. PERERA, P.L.D. "Kārmika dakshatāvalatat upādhi pirinämiya yutuyi." (Degrees should be granted for craft skills and technical skills.) --- Dinamina. January 31, 1961. 825 words.

It should be one of the important objectives of a national system of education to help every pupil to develop his native skills to the highest possible level. In Ceylon, the number of occupational openings of a socially prestigious nature are small, and the majority of occupations available are at a level which society regards as low. The young need to be imbued with a social philosophy that recognises all work as dignified, but before this can be done certain conditions need to be fulfilled. Work with the hands should bring economic rewards that compare favourably with the rewards of white-collar employment. Opportunities for further education and training should be readily available. Carpentry and lacquer work are taught in many schools. But children will take to these studies seriously only if the pursuit of these occupations would bring economic rewards comparable at least to the clerical profession, and if there are opportunities of training at graduate level. The importance of craftsmen, engineers and agriculturists from the point of view of national development must be recognised, and the necessary conditions must be provided for inducing pupils to pursue these lines of activity.

234. SAMARASINGHE, G.W. "Gambada kārmikayangē sahāya adhyāpanayaṭa labāgata yutuyi." (The assistance of rural craftsmen should be enlisted for education.) --- Dinamina. July 19, 1961. 910 words

The traditional crafts of the villages have not moved forward with the times. The causes for this state of affairs should be gone into. The modern way of life has been partly responsible for the decline of traditional crafts. The association of caste with certain traditional crafts has also tended to keep students away from them. This must be countered by recognising the dignity of labour. Shortages of the necessary raw materials have also led to the decline of certain crafts. The State must intervene and ensure a steady supply of raw materials. The employment potential of the traditional crafts should be recognised. Students showing special skill should be given every opportunity to develop their skills. Experimental centres for traditional crafts should be set up and made to work in close cooperation with schools. In appointing crafts teachers to schools, emphasis should be placed not on the possession of certificates but on the possession of active skills.

EXAMINATIONS

235. RATNAIKE, J. "A preliminary survey of S.S C./G.C.E.(O) science examinations." --- Journal of the National Education Society of Ceylon. Vol. 9, No. 1, 1960. pp.21-27.

Breaking up the questions on science set at the S.S.C./G.C.E. examination into the following categories: factual recall, experimental factual recall, experimental analysis, intelligence and application of knowledge, it is found that most of the questions test factual recall. This is regarded as a great weakness of the examination. It is also pointed out that by far the greatest number of questions are of the essay type. Essay type questions generally have low validity and reliability. They have also certain weaknesses from the point of view of usability. Nevertheless, to test such functions as description, comparison, contrast, explanation, discussion, development, summarization and evaluation, essay type questions may be used effectively, if they are carefully constructed. In the writer's view, the examination should consist partly of objective type questions and partly of essay type questions. Furthermore, every effort must be taken to test more complex functions than factual recall.

TEACHERS

236. HERATH, T.B.M. "Vätup praśnayata bhāshā bhēdaya epā." (Linguistic differences are not wanted for the salary question.) --- Dinamina. March 25, 1961. 810 words.

The system of education that prevailed under colonial rule divided society into two classes. This was reflected in the salary scales for English teachers and for swabhasha (national language) teachers. There is no longer any justification for such a state of affairs. By equating the salary of the graduate teacher with that of a teacher who has passed the pandit's examination, and by having the same salary for teachers who have passed the Senior School Certificate examination irrespective of language medium, salaries have been more or less equated for the most qualified as well as the least qualified. But anomalies exist with regard to intermediate categories. Teachers who are classed as English trained draw a higher salary than those who are regarded as Sinhalese trained or Tamil trained. This is unjust, considering that the basic qualifications required for admission to training colleges are equivalent and the duration of the period of training is the same. There are other equally anomalous differences. It is ludicrous that a teacher of Art should draw a higher salary if he is trained through English than if he is trained through a national language. The fact that Sinhalese has been declared the official language is all the more reason for abolishing the differences between teachers qualified in the different languages. A uniform scale of salary should be provided for all teachers, regardless of the language media in which they are proficient.

237. JAYASEKARA, A.D. "Guru dēsapālana aitiya näti kalot tamā hāniya." (Harm would be done if the political rights of teachers are taken away.) ---- Dinamina. June 8, 1962. 1275 words.

From the distant past, teachers have enjoyed the freedom to speak out and express their views. The views of teachers regarding social problems and social processes have resulted in social progress. In no country is the right to express his views denied to the teacher. In the United States and in Britain, teachers enjoy the same rights as other citizens. Teachers often indicate the path of social progress. To control thinking or to insist that thinking should be along certain lines is a denial of democracy. The denial of political rights may well be the first step in totalitarianism. It is not for the purpose of influencing children's political thinking that a teacher needs political rights. In fact, it would be unethical for a teacher to try to influence the political views of the students he teaches. Teachers need to develop a code of ethics to ensure that certain practices would not be condoned by them, and that the teaching profession as a whole would take errant teachers to task. One of the arguments against granting political rights to teachers is that other Government employees would also ask for them. Even among Government employees, a distinction should be drawn between those who have to take decisions exercising discretionary functions and others. Teachers are comparable to the latter category, and no harm would arise from the grant of political rights to them.

238. KARUNARATNA, V.T.G. "Guruvarunṭa dēśapālanaya hoñdada narakada? Duradiga baḷā visañdiya yuṭuya." (Is politics good or bad for a teacher? This question must be settled after careful deliberation.) --- Dinamina. October 9, 1961. 875 words.

The writer is the Parliamentary Secretary to the Minister of Education. He points out that the question of granting full political rights to teachers must be considered on its own merits and not tied up with the question of full political rights for all Government employees. It is necessary to look at this problem from two angles. If political rights are not granted to an employee, will it adversely affect the discharge of his duty? Secondly, if political rights are not granted to an employee, will it stand in the way of his achieving the highest state of individuality that he is capable of achieving? No person enjoys complete freedom from all social restraints. When there is a clash between the freedom of the individual and the good of society, it is necessary, in the interests of society, to impose controls on individual freedom. The teacher is a very important factor in the educational process. Society must give him recognition commensurate with the service he renders. The conditions of service of a teacher must be drawn up with due regard to the nation-building task of a teacher. Whether full political rights should be among a teacher's conditions of service is a question that should not be settled in a hurry, in view of its great importance for the future of society. The Government is giving careful thought to it at the present time.

239. NATIONAL EDUCATION COMMISSION. "Teacher Quotas." --- Interim Report of the National Education Commission. Colombo, 1962. pp.28-35.

For historical reasons, teacher quotas (based on teacher-pupil ratios) are governed by Codes of Regulations applicable to different kinds of schools. With the State take over of schools, these differential quotas should have been eliminated but they continue to exist. While, for example, an Assisted English school was entitled to five teachers if it had an average attendance of at least 68 pupils, an Assisted Vernacular school required an average attendance of at least 118 pupils to entitle it to five teachers, and a Government school required an average attendance of at least 122 pupils to entitle it to five teachers. The National Education Commission is in favour of a uniform system of teacher quotas for all schools, irrespective of their historical origins and the language media used in them. For the first two grades, it recommends one teacher for every twenty three units of average attendance; for the third to the eighth grades, one teacher for every twenty seven; for the ninth and tenth grades, one teacher for every twenty five; and finally, for the eleventh and twelfth grades, one teacher for every eighteen units of average attendance.

240. NATIONAL EDUCATION COMMISSION. "Distribution of teachers." --- Final Report of the National Education Commission. Colombo, 1962. p.93.

The Commission is of opinion that for genuine equality of educational opportunity to exist there should be an equitable distribution of teachers. Conditions are not so at present. Generally, urban schools have a larger number of qualified teachers than rural schools. Schools on behalf of which strong pressure groups can move have also been favoured with a disproportionate number of qualified teachers in comparison with other schools. Considering the number of trained graduates, graduates, and trained teachers now in service, the Commission is of opinion that they should be distributed as follows: Junior schools - one trained teacher to every 100 pupils; Senior schools - one trained graduate to every 300 pupils, and one graduate to every 100 pupils. Any excess should be distributed on a pro rata basis, and as more teachers of each category become available the number of pupils per category of teacher should be reduced. Adjustments of staff should be made to ensure an equitable distribution on the objective basis recommended by the Commission.

241. SAMARAJIWA, C.N. "Swabāsha teacher trainees and English teaching." --- Times of Ceylon. May 21, 1962. 1260 words.

In order to increase the supply of trained teachers of English, the Education Department has decided to introduce in the Swabhasha (national language) training colleges a course on the methodology of teaching English. The lecturers of these training colleges were provided with a three week training course, in association with the British Council, to equip them with the necessary know-how. But the teachers whom they have to train are unlikely to have an adequate knowledge of English. Most of them will have acquired a pass in English at a minimal level in the General Certificate of Education examination, and can scarcely be considered as knowing enough to teach others. It is in the interests of children themselves that poorly qualified teachers should not be thrust on them. There is no harm in providing a course of English in the Swabhasha training colleges so that teacher trainees could improve their knowledge of English, but it is quite out of the question trying to make them teachers of English.

242. SILVA, W.G.M.ALBERT. "Guru praśnaya novisandā jātika adhyāpanaya bā." (A national education is not possible without solving the issue concerning teachers.) --- Dinamina. October 18, 1962. 875 words.

With the State take over of schools, a large number of teachers who had enjoyed political rights lost them, and they are now clamouring that political rights should be restored to them. With the State take over, they became State employees. It is true that other State employees do not enjoy political rights, but this is often because they are called upon to exercise discretionary powers. Teachers are different. Before the State take over of schools, large numbers of teachers enjoyed political rights. There is no evidence that education or society was harmed by the exercise of these rights. It is not for the purpose of contesting parliamentary elections that a teacher needs political rights. A teacher has to move with society, and he has a right to express views freely about social problems. He cannot serve society as he ought to, unless he enjoys the right to be out spoken about social problems. It is necessary to recognise this right of the teacher before any scheme of national education can be introduced.

ADULT EDUCATION

243. BANDA, K.M.K. "Vruddha adhyāpanaya yali panagänviya yutuya." (Adult education has to be given a new lease of life.) --- Dinamina. October 27, 1961. 1110 words.

Some years ago there was a great deal of interest in adult education activities, but now not much interest is shown. It is necessary to give adult education a new lease of life. School education needs a supporting base of an educational programme with parents. Many parents do not realise the value of education for their children and allow schooling to be prematurely terminated. Parental lack of education is a greater barrier to children's education than parental poverty. Parents should be shown the advisability of doing all they can to support their children's education. Many of the short comings in schools could be improved if there is effective parent-teacher cooperation. The character development of parents is also important because of the influence which the moral standards of parents have on the character development of children. Adult education can lead to refinements of character. Every school should develop an adult education centre in its buildings and carry out with parents and other adults a broadly conceived educational programme.

244. KARIYAWASAM, U.G.P. "Samāja adhyāpanaya gäna sälakilla madi." (The attention given to social education is not enough.) --- Dinamina. March 28, 1961. 460 words.

The tendency now is to include adult education in the concept of social education. It is accepted that in a welfare state as much recognition should be paid to adults as to children. The correct up bringing of the younger generation is not possible unless the adult population is educated. The value of educating tho child can be appreciated only by an educated adult. Social education is useful in improving the vocational efficiency and the economic efficiency of the adult worker. Social education is helpful especially in less developed countries for giving the adult an understanding of the concept of democracy, and of his own rights and responsibilities both as a worker and as a citizen.

A programme of health education should form an integral part of social education, as it would help the adult in regulating his own life and in the healthy up bringing of children. To be a leader when necessary and to be a follower when necessary, to live in peace and harmony with one's fellow men are skills that could be developed through a programme of social education. Ways of using leisure profitably and creatively, especially through participation in musical and dramatic activities, could also be introduced through planned social education. The interest that India takes in social education should be an example to Ceylon.

245. NATIONAL EDUCATION COMMISSION. "Adult Education." --- Final Report of the National Education Commission. Colombo 1962. pp.130-133.

The Commission considers that the entire scheme of adult education is in a moribund state, and that out of the eighty one adult classes and sixty eight adult centres that are known to exist only a few do useful work. The ideal we should aim at is one in which every township or village puts on a programme of adult education with a variety of offerings, some of which appeal to the illiterate and the neo-literate, some to the recent school-leaver, some to the businessman, agriculturist or professional man, and some even to those who in their own specialities have reached high levels of education. The Commission is of the view that responsibility for adult education should be placed on local government bodies, and that every local government body should have a committee for adult education. The role of the Ministry and the Department of Education should be to offer advice on the techniques and methods of adult education and train adult educators through seminars and conferences. The Commission also calls upon the universities to play an active role in the field of adult education. The role of the public library in adult education is stressed and a programme of library development is suggested. The use of the medium of the radio for adult education is also recommended.

LIST OF PERIODICALS AND NEWSPAPERS ABSTRACTED

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Adhyāpanaya

Ceylon Journal of Historical and Social Studies

Journal of the National Education Society of Ceylon

University of Ceylon Review

Young Socialist

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Ceylon Observer

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